

ACADEMIC SUPERVISION MANAGEMENT IN IMPROVING TEACHER PERFORMANCE

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Abstract. This study aims to analyze academic supervision management in improving teacher performance. The research is a qualitative study conducted at SMP Maarif NU Kemranjen, Banyumas. Data collection techniques include interviews, observations, and document studies. The data analysis technique follows the Miles & Huberman & Saldana model, consisting of three stages: data condensation, data presentation, and data verification. The results of the study indicate that academic supervision management is carried out in four stages: Planning, which includes teacher performance assessments, workshops, and other activities. Organizing, conducted in four steps: notification, scheduling of supervision, socialization, and supervision execution. Implementation, carried out directly through school visits. Evaluation, conducted after the supervision process.

Keywords: Academic Supervision, Management, Teacher Performance

INTRODUCTION

Education is a conscious effort that is deliberately planned to achieve the established goals. The purpose of education is to improve the quality of human resources (Fatimah & Mahmudah, 2017). One of the efforts to maximize human resources is through the learning process in educational institutions. In the effort to improve the quality of human resources in education, educators are one of the human resource components that must be continuously nurtured and developed. Teachers are also a fundamental element in the formation of students' character in schools (Faiz & Purwati, 2022; Palunga & Marzuki, 2017). Teachers become role models or can also serve as examples for students (Fatimah et al., 2022).

In the implementation of supervision, for it to run smoothly, a management system is needed, starting from planning, organizing, implementation, and evaluation (Nasution et al., 2021; Sari et al., 2018). This is also expected to address the issues that arise in the academic supervision programs at schools or madrasas. Nowadays, many schools or madrasas have implemented supervision programs as one of the efforts to develop and improve the quality of teachers. Academic supervision, often referred to as teaching supervision, at SMP Ma'arif NU 1 Kemranjen Banyumas has been implemented well with academic supervision management. The stages of academic supervision at SMP Ma'arif NU 1 Kemranjen Banyumas begin with the planning stage, where instruments and a supervision schedule are created and socialized to the relevant teachers. The second stage is the implementation, where the principal fills out the supervision instruments based on classroom observation results. The third stage is the monitoring, conducted to assess the follow-up on the results of the supervision through changes and improvements made by the teacher after the supervision. One of the efforts to improve teacher performance is the implementation of MGMP (Subject Teacher Consultation), which is held once a month or once every two months, depending on the subject.

The overall performance of teachers at SMP Ma'arif NU 1 Kemranjen Banyumas is already good. This is proven by the teachers' creative teaching methods in every session, offering educational games as an evaluation tool for students at the end of the lesson. The teachers also prepare the materials or daily questions thoroughly before entering the classroom. Everything the teachers plan to deliver during the lesson is carefully prepared. In addition to the technical aspects of teaching in

the classroom, the teachers at SMP Ma'arif NU 1 Kemranjen Banyumas have academic backgrounds in subjects they teach at school. It can also be concluded that the learning system at SMP Ma'arif NU 1 Kemranjen Banyumas is very good, which is also supported by effective academic supervision.

In the education system, the figure of a teacher is one of the human resource components that, along with other components, must work synergistically to create a much better education. Teachers play a crucial role in determining whether the quality of education in a country improves or declines because they are directly involved in the educational process at schools. The main task of a teacher is to provide instruction in learning activities, which is the core process of education. Teachers in education are professionals whose primary duties include educating, teaching, guiding, directing, training, assessing, and evaluating students (Eliza et al., 2022; Kholis, 2019; Tatto, 2021; Wahyuni, 2022). Teachers are the front line in the teaching and learning process (Elitasari, 2022; Prayoga et al., 2024). Teachers hold a very important responsibility in ensuring that students understand and grasp the subject matter being taught. Schools, as educational institutions, require teachers who not only function as instructors but also as educators who equip students with knowledge about morals, ethics, the ability to survive in life, empathy, creativity, and so on.

The role of teachers is crucial in achieving national educational goals, as teachers control the quality of learning during the educational process (Musanna & Basiran, 2023). In the learning process, teachers interact directly with the educational targets, which are the students. Teachers exclusively provide knowledge and skills. Teachers carry out lessons with the aim of achieving students' learning objectives, while also ensuring students' understanding of the material that has been taught, so that students can comprehend the lessons taught by the teacher and are expected to apply the knowledge gained from the teaching and learning activities in society. Therefore, improving the professional quality of a teacher is extremely important and must be carried out by the government. A professional teacher can be seen from their performance during the educational process at school (Eliza et al., 2022).

A teacher's performance is categorized as good if they are able to carry out all their main tasks, such as delivering and mastering the lesson material, creating lesson plans, preparing syllabi, gathering teaching materials, committing to the school and their duties, being disciplined, serving as a role model for students, being honest, responsible, having high dedication, and so on. Teacher performance is a key factor in the success of achieving educational goals. If a teacher's performance is good, the outcome will be positive, and the opposite is true as well. Optimal teacher performance is the primary expectation of all parties involved in the educational process, although in practice, not all teachers achieve maximum performance. In the implementation of teaching and learning activities, continuous and structured guidance is required (Hasibuan, 2018; Putri et al., 2023). The development of teaching performance is carried out through pre-service education programs or in-service programs. Thus, the development and enhancement of teaching quality and the teaching profession are essential to producing quality education, which is supported by activities known as academic supervision.

Supervision is the oversight of the implementation of educational technical activities in schools, not just physical supervision of material objects. Supervision is the monitoring of academic activities, such as the teaching and learning process, supervision of teachers' teaching, and monitoring the situations that cause these activities. The activities involve identifying weaknesses in the learning process to be addressed, determining the causes, and understanding why teachers are not successfully carrying out their duties well (Isbianti & Andriani, 2021; Ismiarti, 2023). Based on this, follow-up actions are taken in the form of improvements through coaching. Supervision is a planned coaching activity designed to help teachers and other school staff perform their tasks effectively. Supervision is a process of reviewing what has been done, assessing it, and, if necessary, correcting it to ensure that the work is carried out according to the original plan.

Supervision empowers teachers, making the learning environment better and more effective, and teachers become more satisfied with carrying out their duties (Maesaroh & Martiyono, 2023;

Nasmin et al., 2023). This means that the role of supervision is a strategic component in educational administration. Without the element of supervision, the education system as a whole will not function effectively in achieving its goals. Therefore, the education system can function as it should in efforts to reach educational objectives. Academic supervision aims to improve the teaching and learning environment (Komarudin et al., 2023). This supervisory activity does not focus on finding mistakes but rather emphasizes coaching elements so that the situation being supervised can have its shortcomings identified (not just mistakes), allowing areas that need to be maximized to be addressed. Supervision is conducted to identify areas of school activities that have not been optimized, aiming to improve them, while also recognizing what is already positive and working to enhance it further, with the key focus being on development.

Supervision management is one of the key aspects in improving teacher performance in schools or madrasahs. Supervision that is conducted in a structured and systematic way can help teachers develop their professional competencies, thus improving the quality of teaching and student learning outcomes (Saputra et al., 2023; Zulhijjah, 2024). Effective supervision management not only aims to evaluate teacher performance but also to provide guidance, support, and opportunities for teachers to develop. Based on this background, the objective of this study is to analyze academic supervision management in improving teacher performance at SMP Maarif NU Kemranjen, Banyumas.

RESEARCH METHOD

A qualitative case study methodology was employed in this study. The present investigation employed a field research methodology at SMP Maarif NU Kemranjen, Banyumas. Techniques for gathering data include documentation, interviews, and observation. The triangulation technique is used to ensure the validity of the data. Additionally, the Miles, Huberman, & Saldana model—which consists of three stages—is used for data analysis (Miles et al., 2014). These stages are data condensation, data display, and data verification. Data condensation is the process of simplifying, selecting, or transforming raw data into a more focused and meaningful form. Data display is the step of presenting the results of data condensation in a systematic and organized format, helping to understand and analyze the information. The final stage involves interpreting the displayed data to identify meaning, patterns, or relationships, as well as verifying the conclusions drawn.

RESULT AND ANALYSIS

This study aims to analyze the process of academic supervision management in order to improve teacher performance. The management process is carried out through the stages of planning, organizing, implementation, and evaluation.

1.1 Planning

The first activity in supervision management is planning. This planning is carried out by the principal by creating a supervision sheet that includes, among other things, an emphasis on the school's current program. An effective supervision plan includes setting clear goals, a supervision schedule, and indicators to measure the success of the supervision. In this regard, the principal and education supervisors need to design a supervision program that meets the needs of the teachers, whether in terms of teaching, classroom management, or other professional development. This planning will provide clear and measurable guidance in the supervision process, so that teachers can understand what is expected and how they can achieve those goals. Interview results with the principal indicate that the academic supervision sheet used follows an existing format but is adapted to the current curriculum. Additionally, the supervision sheet is aligned with the school's programs. For example, if the school has a module creation program, one of the aspects of supervision will focus on that module. With thorough planning, academic supervision can run more effectively and efficiently, providing a positive impact on improving teacher performance, the quality of learning, and student academic results (Lelatobur & Waruwu, 2024). This planning also enables more structured supervision and continuous evaluation to achieve better educational goals.

1.2 Organizing

The first activity in the organizing process is the initial socialization regarding the implementation of supervision and the points that will be evaluated. This socialization system is indirect, where the curriculum vice principal posts a notice about the supervision schedule on the school's bulletin board. According to an interview with one of the teachers, it was stated that the supervision schedule and the necessary preparations, such as lesson plans, teaching materials, and evaluation points, are displayed on the bulletin board.

The second activity in organizing is creating a supervision schedule for the teachers. This scheduling system offers two options: teachers can choose their own schedule by selecting when they want the supervision to take place in their classrooms. If a teacher does not choose a schedule by the specified deadline, the curriculum vice principal will assign a supervision schedule for the teacher. After the scheduling, the curriculum vice principal prepares the supervision instruments to be given to the teachers. In addition to creating the schedule for academic supervision, the fourth activity in organizing is that the curriculum vice principal assists the principal in checking the teaching materials and documents that the teachers will use during the supervision.

Based on the explanations from the sources above, the process of organizing academic supervision is well-organized. It begins with the initial socialization, which can be considered as a notification, followed by the scheduling process where teachers choose their own schedule, and if they do not, the curriculum vice principal will assign one. The socialization of the supervision assessment instruments allows teachers to easily understand what is needed during the supervision process. The final stage of this organization is the checking of the teaching materials and documents, which is done by the curriculum vice principal. With this organization, teachers will be more prepared and confident when the principal conducts the academic supervision assessment. Although there were challenges during the scheduling stage, such as a clash between the supervision and other teacher or school activities, academic supervision still runs smoothly because solutions have been found for these issues. The solution is that teachers can choose another day with a different topic or use the same topic in a different class. Good organization of academic supervision is crucial to ensure that supervision can be carried out effectively, purposefully, and measurably. Structured organization of academic supervision also helps create a positive work environment and enhances the professionalism of educators. This result is consistent with previous research, which shows that good organization in academic supervision has an impact on the realization of teacher professionalism (Hakim et al., 2021; Setyaningsih & Suchyadi, 2021).

1.3 Implementation

This activity is the core activity of the entire supervision management process and the supervision activity itself. The implementation of academic supervision at SMP Ma'arif NU 1 Kemranjen uses the classroom visit technique. In the classroom visit, the principal serves as an observer while the teacher conducts lessons with students. In addition to being an observer, the principal also evaluates the teacher's teaching activities according to the supervision sheet or form that has been created by the principal.

Based on an interview with one of the teachers, it was stated that the supervision activity conducted by the principal in the classroom is as an observer and is carried out according to the assessment sheet that has been provided. This supervision does not have any repetition or remedial assessments each semester. Therefore, the results are based on what was evaluated by the principal during the supervision at the scheduled time each semester. According to various statements from the sources, the implementation of academic supervision at SMP Ma'arif NU 1 Kemranjen has been running well. Additionally, the principal continues to directly control the teaching process. The goal of academic supervision is to support the professional development of teachers, provide guidance, and ensure that the learning process is effective.

The research findings show that the implementation of academic supervision focuses on classroom observation activities and providing feedback and evaluations from the principal to the teachers. Classroom observation is one of the most common forms of academic supervision. In this

observation, the principal or academic supervisor directly observes the learning process taking place in the classroom. The goal is to see how the teacher implements the lesson plan, how they manage the class, and how the interaction between the teacher and students occurs. This observation provides a clear picture of the strengths and weaknesses in teaching practices that can be improved. Feedback is given with the aim of helping the teacher understand what aspects have been done well and what still needs to be improved. Feedback is provided in a positive manner, with the goal of making the teacher feel appreciated and motivated to improve their performance. These findings are consistent with research conducted by Ngatno, which showed that feedback has a positive impact on teacher performance (Ngatno, 2016). Similarly, the literature review by Mahyadi found that, in literature, feedback, self-evaluation, and a consistent feedback system can help create a better work environment and improve individual performance as well as job satisfaction (Mahyadi, 2023).

1.4 Evaluation

The function of the control and evaluation activities is to serve as a basis for introspection and the development program plan for teachers in carrying out future lessons. If a teacher receives a good evaluation during supervision, the principal will give a reward. These control and evaluation activities are carried out after the teacher's supervision session in the classroom. In this system, the teacher is individually called into the principal's office to receive feedback and learn the results of the supervision that has been conducted. According to the interview with the principal, the evaluation takes place in the principal's office, where, after the teacher has been supervised, the principal and the teacher involved coordinate (evaluate) in the principal's office.

The results of the supervision, in addition to being communicated directly to the teacher, are also documented in writing by the principal on the supervision form or sheet. With this control and evaluation, in addition to being beneficial for the teachers as mentioned above, it is also useful for the principal. The control and evaluation of this supervision allow the principal to understand the extent of the teachers' abilities in teaching students. Therefore, if the principal identifies any shortcomings in the teachers' teaching, appropriate actions will be taken to develop the teacher's performance. If the teacher's teaching performance is good, the principal will reward the teacher for their achievements and encourage them to maintain the high standard.

CONCLUSION

The results of the study indicate that academic supervision management is carried out in four stages: Planning, which includes teacher performance assessments, workshops, and other activities. Organizing, conducted in four steps: notification, scheduling of supervision, socialization, and supervision execution. Implementation, carried out directly through school visits. Evaluation, conducted after the supervision process. The recommendation in this study is the need for an investigation into the optimization of information and communication technology (ICT) usage in academic supervision management. For example, how the use of digital platforms such as video conferencing, learning applications, or online communication groups can support a more efficient and effective supervision process.

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